

VISIT...

LANZAROTE  
*Caliente*.COM

## Tutor Teaching Tips

## Repeated Reading • Z-4

### MATERIALS

Reading  
Passage:  
Part 1 (2 copies)

Timing device;  
Graph

Reading  
Passage:  
Part 2 (2 copies)

Game cards;  
Game board;  
Markers

### Introducing the Passage



5 minutes

Read part 1 of the passage *Genetics At Work* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read along with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

### Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 160 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

### Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

*What is genetics?* (the field of science that studies heredity)

*Where do different tomato varieties come from?* (farmers working with genes of tomato plants)

*What other qualities do scientists work toward in crops?* (higher protein, lower oil, faster growing, more eggs, etc.)

If time permits, repeat the steps above using part 2 of the passage, *Genetics At Work*.

### Optional Activity



5–10 minutes

**PLAYING A WORD GAME:** Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you its meaning. If the child is correct, he/she can move a marker along the game board the number of spaces indicated on the card. If the child is not correct, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

*Part 1*

|                                                                              |     |
|------------------------------------------------------------------------------|-----|
| Think about all the members of your family. Do you notice any similarities?  | 13  |
| Maybe you all have the same color hair, or maybe some of you have            | 27  |
| long fingers or small noses. Genetics is the field of science that studies   | 40  |
| how all living things pass on these traits. These traits are passed on       | 53  |
| through genes. Genes are units of heredity that determine traits.            | 63  |
| Think about the many types of tomatoes you can buy at the supermarket.       | 76  |
| These varieties are the result of farmers working with the genes of tomato   | 89  |
| plants. Some common characteristics that farmers try to propagate are        | 99  |
| faster-growing and more plentiful crops, better color and taste, durability, | 110 |
| and resistance to disease. Wheat, soybeans, and corn are other common        | 121 |
| crops that are grown using genetic techniques.                               | 128 |
| In the future, scientists hope to have even more control over crops. With    | 141 |
| the help of genetics, farmers will be able to grow crops that have higher    | 155 |
| protein, lower oil, and the ability to grow faster than ever before.         | 167 |
| Scientists also use genetic techniques with animals. For example, they       | 177 |
| use genetic breeding techniques to create chickens that lay more eggs.       | 188 |



Medical scientists are working on growing crops containing vaccines that prevent disease.

*Part 2*

|                                                                                |     |
|--------------------------------------------------------------------------------|-----|
| Police, detectives, and lawyers all now use genetics to help solve crimes.     | 12  |
| All genes contain DNA. Like fingerprints, every organism's DNA is              | 22  |
| different, so we use the term "DNA fingerprinting" for the use of DNA          | 35  |
| to solve crimes. The advantage of using DNA is that you do not need to         | 50  |
| find a fingerprint. Many criminals know that fingerprints are used to solve    | 62  |
| crimes, so they wear gloves or wipe away their fingerprints.                   | 72  |
|                                                                                |     |
| To get a "DNA fingerprint" of a criminal, all you need is a small bit of       | 88  |
| skin, a single hair, or a drop of fluid such as blood or saliva. It is almost  | 105 |
| impossible for a criminal not to leave behind a trace of skin, hair, or fluid. | 120 |
| Everywhere a person goes, he or she leaves microscopic traces of DNA.          | 132 |
|                                                                                |     |
| Law enforcement agencies are now building databases of DNA samples,            | 142 |
| much like they keep collections of fingerprints. These databases contain       | 152 |
| the DNA fingerprints of convicted criminals, as well as other evidence         | 163 |
| found at crime scenes. DNA has also been used to free people who were          | 177 |
| wrongly convicted of crimes.                                                   | 181 |



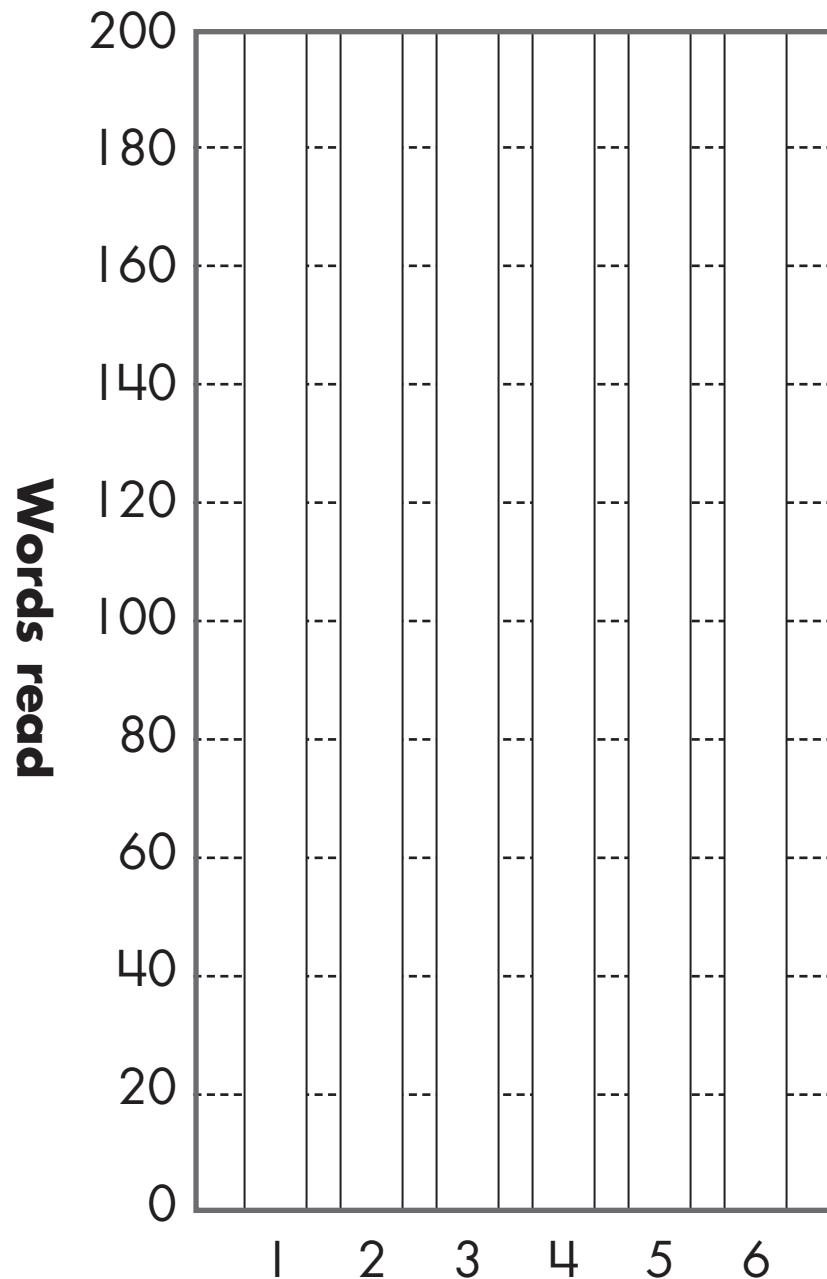
A scientist compares DNA "fingerprints" on a computer screen.

Fluency

# Repeated Reading Bar Graph

Lesson Z-4

Name \_\_\_\_\_ Date \_\_\_\_\_



Number  
of errors: \_\_\_\_\_  
1 2 3 4 5 6



similarities

3

genetics

2

heredity

2

traits

1

varieties

2

genes

3

propagate

4

plentiful

2

durability

4

control

1

farmers

1

techniques

2

disease

2

resistance

3

determine

3

eggs

1

Fluency

# Game Board

## Lesson Z-4

